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ABSTRACT

The purpose of this report is to provide the ComField Project with realistic, current data for future Oregon elementary education contexts, which will serve as partial verification and support for the program, set procedure for future local predictions, and provide local projections for the Phase 2 final report. It covers nine general areas: 1) population, with the slower growth of elementary school population providing an opportunity to diagnose needs and implement new programs; 2) school district organization into larger units, with students attending more populous schools; 3) instructional organization, with teachers experimenting with various patterns to meet children's needs, interest, and desires; 4) instructional support, with increased use of aides, library services, audio-visual equipment, radio, television, computers, and packaged instruction; 5) report cards, with a move away from traditional cards to more personal methods; 6) planning time, with financial support for inservice and summer planning programs; 7) busing students, with a probable increase of existing programs; 8) pre-school education, with a need for state support for kindergartens; and 9) teacher education, with a need for new programs to effectively prepare students for the classrooms of tomorrow. Related documents are SP 004 155, SP 004 156 and SP 004 158 to SP 004 166. (MBM)

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APPENDIX C

OREGON PROJECTIONS

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OREGON PROJECTIONS

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Introduction

The Oregon predictions are designed to provide a local, state-wide focus to the national projections. The primary sources of information were interviews with Oregon educators supplemented by the 1967 and 1969 Biennial Reports of the Oregon Board of Education.

The purpose of this report is to provide the ComField Project with realistic, current data for future Oregon elementary education contexts. This information will serve three functions: first, as partial verification and support to the direction taken by the ComField type program; second, to set procedure for future local predictions and verification of proposed ComField activities; and third, to provide local projections for the ComField, Phase II Final Report.

These projections have been organized into nine general areas. The first seven areas represent recent Oregon implementations and changes in Public Elementary Schools. These areas are population, school district organization, instructional organization, instructional support, report cards, planning time, and inter-district busing. The final two areas of pre-school education and teacher training have been included because of the focus of the ComField report. The following statements and projections have been based primarily on interviews with twenty-four Oregon public school district, college, and educational organization leaders. The representative sample was shaped and critically reviewed by the ComField Review and Advisory Panel. The quotations used in support of the projections and statements are highly selective; however, they do represent the majority print of view. Complete transcripts of interviews are available through the Teaching Research Division, Oregon State System of Higher Education.

Population

Population in Oregon's Elementary Schools should remain steady or decrease slightly until the post-war babies start their own families. Then even with a lower birth rate, school population should begin a steady increase because of the large number of young married.

The intervening years of a relatively stable school population will provide educators the opportunity to: first, "catch-up" in providing adequate facilities, materials, staffing, and equipment; second, to become more selective in the hiring of personnel; and third, to improve

instruction through innovative development and implementation of materials and techniques.

"For the first time in at least fifty (50) years there has been a decline in the number of children in the state's (Oregon) elementary schools.

The State Board of Education estimates there are two (2) percent less children than last year in the elementary schools.

However, there are increases in the junior and senior high schools, resulting in an overall increase of 1.5 percent of children going to all public schools in Oregon.

The decreases are showing up in the first and second grades and reflect the lower birth rate in the state. The increased enrollment in the junior and senior high schools reflects the post-war baby boom." (26: 20)

The stability of the total school population will also give educators an opportunity to implement practices designed to help the students who change districts during grades 1-12. Although the mobility of Oswego's school population may be somewhat higher than many other Oregon districts, the implications for an increasingly changing student population are clear. The Lake Oswego survey, however, was made only in school attendance areas with relatively high mobility.

1. The mobility of current Lake Oswego pupils in the areas surveyed seems to be much higher than nation's average. The local people report less than 70% have lived in the same state during their school years. The national average shows that over 95% of children 1-17 have lived in the same state. The national average is for about 93% of the children living in the same county age 1-17. For Lake Oswego this is less than 50%.
2. The mobility of current Lake Oswego residents also seems to be much higher than Oregon's average. Oregon's average number of people living in the same county is about 73% compared with the less than 50% for Lake Oswego children.
3. The mobility rate varies widely within the Lake Oswego school district. The variation in the "All Oregon" category is more than 10 percentage points between elementary schools.
4. There are two ways of looking at the enrollment. One is to ask what percentage of today's students started here (Lake Oswego). The other way is to ask how many of today's students will be here in the future. This is presented in the following set of tables: (31:11) .

Projected Survivors

<u>Years</u>	<u>Elementary</u>	<u>Secondary</u>
1	83%	85%
2	73%	75%
3	58%	70%
4	54%	64%
5	51%	59%
6	44%	53%

School districts with children of migratory workers have implemented programs for both the preschool and public elementary age child. Special training at the graduate level for teachers is now available at the graduate level for teachers wanting to specialize in helping the migratory worker's child in attaining an education. The increased use of mechanization to harvest vegetable crops may decrease the need for some of these seasonal workers.

"The mechanization of farming methods has caused a decrease in the need for large numbers of migrant workers. The use and implementation of mechanical pickers in fresh fruits and vegetables should reduce the needed number of seasonal workers even more. The migratory workers' children should be able to stay in one school for a longer period of time." (5: 1)

Oregon has become an attractive retirement area. Large retirement communities are now located in Tigard, Woodburn, Salem, and Phoenix. Stan Jobe, Ashland Superintendent, classifies the retired people in the school district as a major community force in budget elections. If Oregon's retirement population continues to grow, school districts with such populations may have difficult times in passing budgets by popular vote.

School District Organization

"Oregon voters are changing their school district organization. From a peak of 2,556 school districts in 1917-18, the number was down to 365 school districts at the end of the 1967-68 school term." (29: 10)

<u>School Districts</u>	<u>1963-64</u>	<u>1964-65(28: 43)</u>	<u>1966-67</u>	<u>1967-68(29:10)</u>
Unified (Grades 1-12)	188	178	143	147
Elementary	208	196	163	152
Unified Elementary			32	32
Union High	40	39	33	29
County High	2	2	1	1
County Unit			4	4
TOTAL DISTRICTS			<u>376</u>	<u>365</u>

<u>Schools</u>	<u>1963-64</u>	<u>1964-65(28: 43)</u>	<u>1965-66</u>	<u>1967-68(29: 10)</u>
Elementary Schools	995	986	991	987
Junior High Schools	75	80	91	94
High Schools	177	178	222	221
	<u>1,347</u>	<u>1,334</u>	<u>1,304</u>	<u>1,302</u>

The reduction in the number of school districts and individual schools coupled with the increase in total school population have facilitated the placement of students into larger schools. Forty percent (40%) of the state's elementary students attend 282 schools with an enrollment of 300-499. (29: 10)

<u>Elementary Schools</u>			<u>1966-67</u>		<u>1967-68</u>	
<u>Size of School by ADM*</u>	<u>No. of Schools</u>	<u>ADM*</u>	<u>No. of Schools</u>	<u>ADM*</u>		
1-49	116	3,264.9	110	2,995.7		
50-99	122	9,126.3	121	9,055.9		
100-199	192	28,358.8	191	28,478.8		
200-299	153	38,502.0	155	39,259.8		
300-499	278	110,517.3	282	110,187.4		
500-999	128	80,148.1	126	78,698.8		
1000-over	2	2,108.8	2	2,129.6		

*ADM-Average Daily Membership, or average number of pupils enrolled on any given day in school year.

Instructional Organization

Probably as a result of the momentum achieved by the Oregon Program* there has been continuing increase in the number of districts exploring new methods of scheduling, new teaching strategies, uses of independent study to promote greater student responsibility, and non-grading.

"For many years we've (Portland Public Schools) had an 8-4 system. In view of the fact that there were some special needs of early adolescent youngsters that were not being met well by self-contained home room arrangements, we began to look for variations to better fit these needs. Consequently, we have been operating alternative 7th and 8th grade programs in more than half of the 90 or so elementary schools. There is a considerable variety in

* The Oregon Program was a 1962-65 Oregon State Department of Education Project partially financed by the Ford Foundation to bring about significant changes in teacher education by placing more responsibility within the public schools.

the programs but they generally involve the youngsters in half-day home room or block-type programs and the other half-day in alternative elective and required classes such as advanced math or remedial math or music, drama, foreign languages, art, physical education, etc. Generally, a form of team teaching is used in the block programs. In some of these programs we have tried to increase the offerings by combining two schools. We call these back-to-back programs, that is, they may have a foreign language teacher in one school for a half year, moving that teacher to the other school for the other half of the year. Specializing P.E. teachers, music teachers, and others have been working back and forth between the two schools. However, it looks as though perhaps the future holds even more for us in terms of a middle school. There is some considerable feeling that the middle school might include grades 5-8 or 6-8 in a separate building. This would involve us, of course, in some rearrangement of schools." (25: 1)

"We (Salem Public Schools) are making a real effort to change in terms of children. We have made five major innovative practices in and for our elementary schools this year. These changes have been made in terms of the child's educational process." (17: 1) (For informational purposes the innovations are: (1) exclusive use of the conference method of reporting pupil progress in grades 1-6; (2) an early dismissal, 1:00 p.m., of elementary children one afternoon a week; (3) half-day attendance for first grade children for the first two weeks of school; (4) the placing of librarians in each of the elementary schools; (5) the hiring of a volunteer aide program coordinator.

New ways of organizing instruction are catching on in Oregon schools. In 1967-68, team teaching was used in 311 elementary schools, 55 junior highs and 111 high schools. There was an increase of 530 more teachers involved in team teaching than the previous year. A non-graded organization was used in 117 elementary schools. (29: 49)

"I think the newer teachers are giving the older people encouragement to make instructional changes. It's not a matter of the older teachers not being aware of what can be done, or the newer innovations in education, but they have not quite had the courage to step out. Now we (Astoria) are finding they are stepping out more and more. The younger people are giving the impetus, but the leadership is still coming from the experienced teachers." (22: 2)

"We (The Salem Public Schools) have doubled our team teaching efforts in the last five years." (17: 1)

"We (Hood River Public Schools) have had an excellent opportunity to innovate new teaching strategies with the closing of six elementary schools and the building of a new high school and elementary school and an addition to Parkdale Elementary School." (13: 4)

"In our district (Ontario Public Schools) we have been committed to non-graded schools. We have the first school built in Oregon primarily for team teaching." (7: 2)

The 1967-68 State Department of Education publication, Summary of Educational Change in Oregon Elementary Schools lists schools in the following instructional organizations and patterns: team teaching, cooperative teaching, non-graded, and block scheduling. A wide variety of instructional programs are taking place within each of the four major organizational program areas. The goal of most of these programs is to individualize instruction. Oregon teachers and administrators are experimenting with many forms of individualized instruction (27) in trying to find "some ways of adapting schools to the differing individuals who attend them." (30: iv) Oregon teachers and administrators will probably continue to experiment with varying patterns of instruction organization in order to effectively meet childrens' needs, interests, and desires.

Instructional: Support

The teacher in Oregon is receiving instructional assistance in three areas, as she never received before.

The first area is the realm of teacher aides. In 1967-68, there were 1,103 adult and 197 student aides in the state's schools. The use of teacher aides, adult and student, is rapidly increasing. (29: 73)

	<u>1966-67</u>	<u>1967-68</u>
Teacher Aides - Adult	878.1	1,103.7
Teacher Aides - Student	138.7	197.1

"We (Salem Public Schools) have teacher aides who assist the teacher in the instructional program. We have clerical aides who work on teams in non-graded schools and we have library aides who assist in the library." (17: 10)

"We (Central Point Public Schools) use aides to assist the teacher in non-classroom duties, the preparation of materials, and in the classroom under the direct supervision of the teacher. At the elementary level, we have one aid for every six teachers and could effectively use more." (1:10)

As the use of aides increases, their duties may also increase. The aid has been effectively used to relieve teachers of non-teaching activities (typing, duties, bulletin board preparation, money collection, attendance, etc.). The use of aides may become even greater to reduce the student-teacher ratio and, or, as an economic necessity.

"I believe we are going to have to rely on teachers more as diagnosticians and pay them accordingly. We must then back them with a team of clerical people who can follow through on the teacher made prescriptions. This could help our district (Central Point) financially. One of our problems is maintaining a lower adult to pupil ratio. But it does not mean, in my estimation, that every adult has to be a certified teacher." (1:10)

"We (Ashland Public Schools) don't feel we can afford to hire a librarian for every elementary school library. We bring in library aides to work under the direct guidance of our district library supervisor. We can furnish each of our elementary schools with a staffed librarian in this manner, we could not if we had to hire college trained librarians." (9:5)

The second area is Audio Visual aids or differing uses of media for instruction. Use of instructional television and radio has shown marked increase during the past two years. Elementary and secondary school television viewers tot led 142,000 during 1967-68. Eighty-five percent of the 446,596 students in Oregon public schools are estimated to live within the receiving area of ths state-supported stations KOAC/KOAP-TV. The viewers represented a 487 percent (487%) increase over the last four years and an increase of 21 percent over the previous year. Radio listeners increased by 20 percent and totaled 43,880 in 1967-68.

COMPARISON OF INSTRUCTIONAL TV AND RADIO USE (29:53)

	<u>1963-64</u>	<u>1964-65</u>	<u>1965-66</u>	<u>1966-67</u>	<u>1967-68</u>
ITV Classroom viewers*	64,836	92,935	111,000	117,175	142,022
ITV Teacher in-service viewers	745	2,419	2,532	1,534	1,296
Number of elem. schools using programs	205	308	427	385	401
Radio classroom listeners*	**	**	11,311	36,686	43,880
Number of Elem. Schools using programs	**	**	80	213	318

*The term "viewers" or "listeners" does not represent separate children but total viewers of or listeners to separate series broadcasts.

**Comparable figures are not available.

Besides radio and television, there are other media aids to assist the teacher.

"Media, my gosh, we (Astoria Public Schools) just can't keep up with it. We now have a two county, Clatsop and Tillamook, Instructional Materials Center (IMC). In Astoria our audio-visual materials and supplies budget has doubled in the last three years and this hasn't been enough." (22:3)

"The Research and Materials Center (RAM) (Lake Oswego Public Schools) provides all kinds of materials of an audio-visual nature that will be prepared for teachers if they make their needs known. Two RAM Center Staff members regularly lunch with teachers to help put ideas into materials." (18:9)

Instructional materials whether they be teacher or commercially prepared, are in constant classroom use. Multiple adoptions have replaced the practice of the same book for each child in a subject area. It is possible now that maybe the multiple adoption practice will be added to or replaced by computer terminal in schools.

"We must shake scope and sequence, and textbooks to the place where the teacher talks to the computer as if it were a resource person. My belief is that we should give to the computer the functions we share with animals of storage, sorting, and retrieving. Anything that must be taught formally can be automated. This then will liberate teachers and children so they can have more time to interact in human ways, the ways we don't share with animals, and that ought to be the main kind of learning." (23:6)

The use of a computer to aid instruction is not new, however, for most Oregon teachers it has appeared only in the distant future. The use of computer terminals in Oregon Schools is now a reality. Two elementary schools and one secondary, (1968-69) all in Portland, have terminals and usable working programs. Terminals in the Portland Public Schools will be doubled each year until all the district schools have the facility. (23:12)

The third additional aid to the state's teachers is the greatly increased elementary library facilities. The percentage of elementary schools having centralized organized libraries is increasing along with the number of books per child in the building.

Oregon Public School Library Survey 1964-65 and 1967-68 (Excerpts)
Elementary (29:57)

<u>Question</u>		<u>1964-65</u>	<u>1967-68</u>
Does your school have a centralized library collection housed in one room?	Yes	63.9	87.7
	No	14.6	11.9
	No	21.5	.4
	No response		
Check the average number of library books per child in your building.	Less than 4	7.7	8.6
	4-5.9	16.6	8.7
	6-7.9	15.0	7.5
	8-9.9	10.1	19.6
	10 or more	44.5	55.1
	no response	6.1	.5

Report Cards

There is an ever increasing number of Oregon elementary schools that have discontinued the use of the traditional one grade, one subject report card. Teachers and administrators are choosing instead a report which relates to the parents and child how he (the child) is doing when judged only against himself. Also the teacher-parent or student-teacher-parent conference is being put to use more each year.

"This year, 1969-70, our (Salem Public Schools) elementary schools are moving to a conference method of reporting. There will be no report cards in our elementary school this year. We feel this is a real forward step. Again we are trying to think about children rather than grades or content." (17:1)

"We (Madras) have parent conferences and back-to-school nights. Most schools have these, but we have a one-to-one conference in all our grades, even the high school. Last year, we had 77% of the high school students' parents and 95% of the elementary school students' parents attending conferences." (10:4,5)

"I think an excellent method for getting parents information about the instructional program and their children's success in that program is the parent-teacher conference. We (Ontario) have been doing it for years in the elementary schools and are now moving this way in the high schools. I think this is an area where secondary people should get acquainted." (7:6)

Planning Time

District supported inservice programs in specific areas and the use of summer planning time are becoming more popular in the state. New teaching techniques, new materials, and new teaching organizations all require teacher time in order to be put effectively into practice. Schools without planning time for teachers are beginning to place their priorities there.

"All our (Lake Oswego) teachers who want a 12 month contract are allowed to do so. Eventually we will have to put on some restrictions just because there isn't enough money to permit everybody to do this. About 1/3 of the youngsters and staff participate in the program. For the youngsters, it is a chance to take enrichment, remedial, or interest classes. The elementary program is very innovative with day-long field trips, secondary subject matter specialists, and lost of individualizing of the instruction. The secondary program is more traditional with credit offered for some classes. All our 12 month people have large blocks of planning time." (18:5,6)

"We (Hood River) had a real opportunity to improve instruction with our building program. We have taken three years of district supported night classes to train our teachers in a wide variety of teaching strategies." (13:4)

"I've been hearing about Oswego's 12 month contract plan everywhere I (President, Elementary Principals) go. I would dream of something like this in our (Grants Pass) school district. They are thinking in terms of boys and girls and have found a way to pay their teachers more money."

"Summer planning time for all our elementary staff is an area we (Salem) want to move into in the near future." (17:4)

"This summer, 1969, we (Central Point) had 14 teachers working on our new reading curriculum. This fall during inservice these teachers interpreted it to their colleagues. This program is a radical departure from the basic adopted program. We feel it is now going well mainly because of the summer planning and the inservice program." (1:4,5)

Busing Students

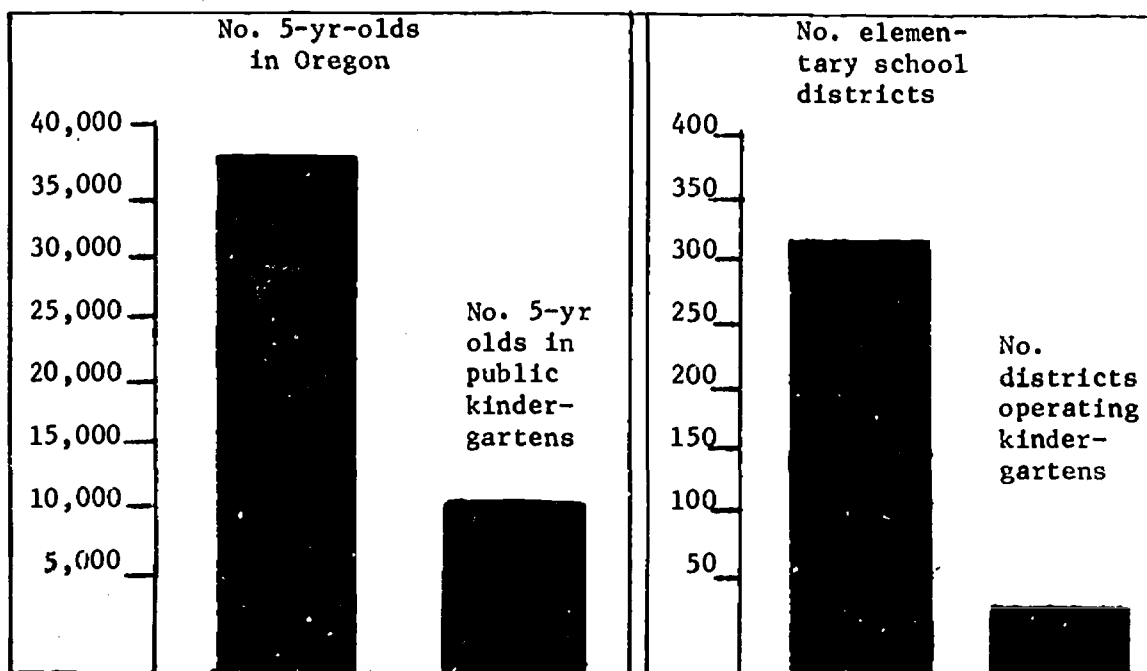
The Portland Public Schools in cooperation with several surrounding suburban school districts (Lake Oswego, Beaverton, Parkrose, David Douglas, and Gresham) have been experimenting with busing negro students from high percent Negro schools to the outlying school districts. Reaction from both the receiving and sending school districts has been very favorable.

"We (Lake Oswego) have about fifty Negro children in grades four, five and six. We feel it is important for our children to become acquainted with black children. We think it has been successful from our standpoint as far as our children are concerned." (18:7)

"The children in the Model Schools who were taken to suburban districts to attend school during school year 1968-69 were matched with others who remained in the Model Schools, individual for individual. As far as objective gains are concerned there were no gains or losses for those transported. It is extremely difficult to assess any affective gains. Nearly all of the parents and students wished to continue the arrangement, however, as did the suburban school district personnel to which they were transported. Consequently, the arrangement is being continued and objective measures are being made to determine a longer range effect. To put it briefly, nearly all involved in the arrangement are pleased with it but no objective gains are noted yet." (25:6)

Pre-School Education

Kindergarten and other pre-first grade educational activities are not state supported. Twenty-nine (29) school districts are operating kindergartens with local tax funds and fourteen (14) are operating with federal (Title I) funds. (29:15)



Until state support is available for kindergartens, the majority of Oregon children will begin their formal education in the first grade.

Teacher Education

The public school is not alone in implementing programs to better meet students' needs. "Block" programs and new emphasis areas (outdoor education, migratory education, junior high education) have finally been receiving needed attention. (4:6) Several colleges and cooperating school districts now have intern programs operating.

The changes in teacher preparation programs have, according to several Oregon educators, been academically great, but there is room in other areas for improvement.

"Our (Gladstone High School) new teachers are much more scholarly and confident than they were several years ago. However, they don't know anything about test and measurement. They don't know a standard deviation from a horseshoe. I find very few who can sit down with a junior high schools cumulative record and make any sense out of it." (19:4)

"I think generally we (Astoria) find graduates come out well prepared as far as their subject matter is concerned. In fact, I believe they are better prepared now than they were five and ten years ago. It is embarrassing when these same new graduates are asked a question by anyone about how schools operate. I think they should have some background about the operation and financing of the public schools before they begin to teach."
(22:6)

Teacher preparation programs may become more "field" centered as the colleges and school districts begin to establish a closer working relationship. The college elementary education student can expect to begin experiences with elementary children in the early stages of his college career.

"Our (E.O.C.) students are asking for contact with children the day they walk on campus. I'm sure we're going to move in the direction of having the earliest possible contact with children. We have moved that experience, in the last three years, to the sophomore level. I'm sure there will be in our new elementary education program experiences with children in the freshman year."
(24:6)

"I predict we (O.C.E.) will have full off-campus quarters, not just in the public school classrooms, but in other public supported agencies also. The Blind and Deaf Schools plus several ghetto community programs are examples of the public supported agencies. Once the college student gets some information, perceptions, and questions on campus he will go into the "real world" to see what it is like. Then he will return to campus to see what he can do about it. That's got to happen, the campus is too sterilized today!" (4:7)

"The student teachers will be in Hoover (Corvallis) Elementary all year. The University (O.S.U.) has agreed to teach the classes these students take in Hoover. We feel the professor must be some place where he can have feedback to work with."
(12:4)

Summary

POPULATION - The slower elementary student population growth rate during the next decade will give school districts an opportunity to diagnose the particular needs of their students and implement programs based on these needs.

SCHOOL DISTRICT ORGANIZATION - Districts will continue to reorganize into larger units. Students will, in increasing numbers, be attending more populous schools.

INSTRUCTIONAL ORGANIZATION - Oregon teachers and administrators will continue to experiment with varying patterns of instruction in order to try to effectively meet children's needs, interests, and desires.

INSTRUCTIONAL SUPPORT - Aides, library services, audio-visual equipment, radio, television, computers, and packaged instructional packages will become even more important support to the teacher.

REPORT CARDS - Reporting student progress to parents and students will continue to move away from traditional report cards to other more personal practices.

PLANNING TIME - The number of school districts financially supporting inservice and summer planning programs will continue.

BUSING STUDENTS - The current busing programs will continue and probably, if student population growth does slow down or decrease in the Portland suburban areas, will increase.

PRE-SCHOOL EDUCATION - Until state-support is available for kindergartens the pre-school programs will remain about the same.

TEACHER EDUCATION - Colleges and Universities must implement new programs in order to effectively prepare their students for the classrooms of tomorrow.

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